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A SURVEY OF GUIDANCE PRACTICES IN THE SECONDARY
SCHOOLS IN THE STATE OF KANSAS

BEING

A THESIS PRESENTED TO THE GRADUATE FACULTY
OF THE FORT HAYS KANSAS STATE COLLEGE
IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE
DEGREE OF MASTER
OF SCIENCE

BY

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DATE

July 25, 1940

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Chapter 1

Statement of the Problem

Plato, (427 - 347 B.C.) wrote, "No two persons are born alike but each differs from the other in individual endowments, one being suited for one thing and another for another, and all things will be provided in superior quantity and with greatest ease, when each man works at a single occupation, in accordance with his natural gifts".¹

Until society accepts Plato's advice and assumes its responsibility for the scientific guidance of youth into occupations for which they are best fitted in the industrial world, we must continue to carry the heavy burden thrown upon us by unsatisfactory vocational adjustment. It is futile to expect our young people to find their places in society without assistance beyond the rudiments of education. This fact is born out by the industrial and commercial labor turnover which amounts to nearly fifty per cent during the first six months of employment.

Every year more than two million boys and girls

1. Rosengarten, Choosing Your Life Work, 1931 p. 1.

leave or are graduated from high schools and colleges of the United States.² These youth eventually must find their places in trade, industry, agriculture, and the professions. Many of them find it difficult to obtain a start in the occupational world. As a result, a new responsibility projects itself into the field of secondary education, which is demanding recognition to an ever increasing degree. Thus the school finds it necessary to extend its service in order to place its students in business, and to find a good guardian for them there.

The general problem of this thesis is an investigation of what is now being done in secondary schools of the State of Kansas in fulfilling their obligation as stated in the preceding paragraph. More specifically, the thesis investigates what the high schools of the state are really doing with the problem of guidance. It proposes to explore the following aspects of the problem:

- (A). To discover certain general information concerning opinions and responsibilities of the program of guidance in a school system.
- (B). To discover the personnel and qualifications of those administering guidance in secondary schools.

2. U.S. Dept. of Int. Office of Ed. Bul. No. 18-lv. 1936
p. 21.

- (C). To discover methods of administering direction and guidance to students.
- (D). To discover methods and practices used in any follow-up program to the guidance activities.
- (E). To acquire concrete descriptions of a few outstanding guidance plans in the State.

No direct differentiation will be made between vocational and educational guidance, since it is believed by the writer that programs have not been developed to the extent that the two are differentiated between, in most school programs. The survey will express the opinion of administrators along this line however, and will reflect the differentiation if such is made in any particular program.

Finally, our problem will show practices and techniques that are most common to the greatest number of programs, which may be used as a basis for judging the elemental practices that should go into a good guidance department in Kansas. The problem will show the vocational courses included in the curriculum of Kansas secondary schools and the extent to which accumulative records are kept, as well as the information included in the records.

Section I Definition of Guidance

The Department of Secondary School Principals defines guidance as,

"The process of assisting individuals in making life adjustments. It is needed in the home, school, community, and in all other phases of individual environment".³

Sarah M. Sturtevant of Columbia University in discussing guidance, writes:

"Guidance is the emphasis on fitting education to the abilities and needs of the person, with a view to his physical, emotional and social health and well-being, through certain well-defined ways and means. It is often called 'progressive education' in elementary schools and is being integrated into the school plan of work and play. Guidance is based on the idea of conservation and preservation of human values. It is a character-education program concerned with extra-curricula activities as a laboratory in which attitudes, skills, and appreciations are continually developed".⁴

3. A Program of Educational Guidance for H.S. U. of Ill. Bulletin No. 54, 1929, p. 8-9.
4. Sturtevant, Conflict Between Theory and Practice in Vocational Guidance, Sch. & Soc., v. 45, p. 346-57.

The National Survey of Secondary Education defines guidance in the following way:

"Guidance is a well-established function in most secondary schools. The activities carried on in secondary schools under the caption are, however, extremely varied. In some schools guidance probably means whatever principals or teachers do for pupils in the way of personal council or advice. In other schools, guidance activities are roughly differentiated into types, such as educational, personal, vocational, social, moral, and the like. Still other schools analyze guidance into specific activities such as providing assistance to pupils in choosing curriculums, overcoming deficiencies, developing special talents, and cultivating intellectual interests, or imparting occupational information, advising in regard to the choice of an occupation, assisting in securing employment, helping in the choice of a college, and giving supervisory oversight to an individual after employment. In some schools the activities are carried on only informally and incidentally by the regular school officers--principal, deans and teachers. In other schools they are carried on formally and systematically under the direction of persons specially selected for the purpose and definitely charged with the responsibility of serving pupils through the types of specific activities enumerated".⁵

Guidance has two meanings, educational and vocational.

5. Program of Guidance Bulletin, No. 17, Nat. Survey of Secondary Education, Dept. of Int. Office of Ed. 1932
-p. 5.

Educational guidance is concerned only with a program of directing the student into the courses and opportunities of the school, in which he may find the most benefit and pleasure from his work. Its field is distinctly proportioned.

The other aspect of guidance is that of vocational guidance, which is an effort to assist the student in discovering a life-time occupation in which he appears to possess the most ability, to have the greatest chance for success and to be most happily engaged. These two are closely associated. Vocational guidance which has any validity at all must involve choice of subjects, curricula and schools; that is educational guidance. Educational guidance, if it is to be at all useful, must involve at least tentative choice of occupation. Here we shall adopt vocational guidance as the all-inclusive term because there evolves out of this, the conviction that the vocation provides the good life, the happy life, and fulfills the quest for a satisfactory job.

For the purpose of this thesis, and due to the fact that practice is so varied, we shall think of guidance in the light of whatever is being done in the secondary schools of the State, by whatever methods employed, that will help the student in making an analysis of himself, to the end of discovering his choice of vocation and ultimate position in society.

Section II Method of Investigation

The questionnaire method was used in obtaining the data for this thesis. A careful study of the Boston Guidance Program⁶, the Nutley, New Jersey, Guidance Program⁷, and the methods used by Professor Joseph Hanna of the University of New York⁸, in his experimental guidance clinic, showed the use of a few things in common which evidently are essential to a guidance program. A questionnaire was then developed, with general divisions based on these common factors. The questions under each general division were arranged to discover whether some of these more important practices found in the above programs are in use in the schools of Kansas. (See appendix, Fig. I, p. 99). A letter of introduction accompanied the questionnaire. (See Appendix, Fig. II, p. 103).

All secondary schools listed in the Kansas Educational Directory are classified into schools for cities of the first class, schools for cities of the second class, and schools for cities of the third class. The questionnaire was sent to the principal of each high

-
6. U.S. Office of Education Bulletin, No. 17, Monographs No. 14, 1932, p. 27-39.
 7. School Review, Feb. 1937, v. 45, p. 245-247.
 8. Literary Digest, Feb. 27. 1937, p. 28-29.

school listed in the Educational Directory. In a few instances the name of the high school principal was not given in the directory. Consequently the letter was addressed to the superintendent of schools instead, in order to get complete information. The findings were tabulated and conclusions drawn from these data.

Chapter 2

Early Background of Guidance

It is not easy to trace the beginnings of vocational guidance because of many diverse contributions. One man here saw the need, another there told the world about it, and still another took the first step toward doing something about guidance. In 1670, Pascal stated the importance of a wise choice of occupation. The introductory statement of a vocational guidance document published in England in 1747 is placed at the beginning of Bloomfield's book, Readings in Vocational Guidance. Frank Parsons is justly called the founder of the vocational guidance movement, for it was he who began the work which has led to the present spread of interest. Parsons used the systematic study of occupations, and was painstaking in the investigations of character and abilities which he made. He wrote about the work and gave his followers the benefit of his accomplishments. His book, Choosing a Vocation is still one of the best on vocational guidance.¹

1. Brewer, John M., The Vocational Guidance Movement, N.Y. Macmillan, 1918.

Vocational guidance in some form, usually quite unorganized, casual, and badly done, is an inevitable part of any educational process. Yet it seems to have had a definite beginning in the United States, in 1908, when Parsons organized the Vocation Bureau in the Civic Service House in Boston. Parsons died in the same year but Meyer Bloomfield took over the work as Director of the House. In 1917 the Bureau was moved to the School of Education in Harvard University, renamed Bureau of Vocational Guidance, and in 1919 came under the direction of John M. Brewer, who in 1916, had begun the full-time program of teaching vocational guidance. Brewer continued his activities at Harvard University. Bloomfield, among other numerous duties, took considerable part and interest in guidance activities in New York City.

Originally the Bureau tended to conferences with individuals who wished vocational guidance. As time went on however, it confined its activities largely to giving attention to the training of others for guidance activities. The Bureau must be accredited with the organization, in Boston, of the first public school system of vocational guidance in 1909; the establishment, at Harvard of the first university summer school course in 1911; and the organization of the first national conference in 1910,

which later resulted in the formation of the National Vocational Guidance Association. In 1915 the Association published Vocational Guidance Bulletin, which now is re-titled Occupations, The Vocational Guidance Magazine.

There were also developments in other cities. In 1911, Helen T. Woolley established the Vocation Bureau in Cincinnati public schools. The Bureau continues to operate today as an effective agency. This movement approached guidance problems through an analysis of the individual. In Grand Rapids, Michigan, a vocational guidance program was built up around the English curriculum through the efforts of Eli W. Weaver. In 1914 the Board of Education of Des Moines appointed a Director of Vocational Guidance, and in 1916 the Chicago Board of Education organized a central bureau which developed an extensive program of guidance.

Brewer's The Vocational Guidance Movement, published eleven years after the founding of the Boston Vocations Bureau, was the first text attempting to give an organized presentation of the status of vocational guidance. Proctor, in Educational and Vocational Guidance (1925); Meyers, in The Problem of Vocational Guidance (1927); and Cohen, in Principles and Practices of Vocational Guidance (1929), insist that vocational guidance must be offered in our schools, and the need for changes in the organiza-

tion and administration of our schools is evidenced by criticisms of industrial managers. Jones, in The Principles of Vocational Guidance (1934), believes that guidance is founded upon the principle of the conservation of human energy and need. Stuart and Morgan, in Guidance at Work (1931) charges secondary education with the responsibility of guidance. Keller and Viteles, in Vocational Guidance Throughout the World (1937) briefly reviews guidance practices in the major nations.

There are many lesser writings on the subject of vocational guidance. Numerous theses have been written on the subject, several of which are within our own state. In the decade from 1927 to 1937, there has been six hundred and thirty-four articles of research reported in Bibliography and Research Studies in Education.² The following are several studies taken from this source which have been made in Kansas:

"A plan for educational and vocational guidance in the junior high school of Hutchinson, Kansas", by May Louise Smith, M.S. 1927, University of Colorado, Boulder.

"A study to determine the conditions of vocational guidance in the rural high schools of Kansas", by E.S. Clawson, M.S. 1928, Kansas State Agriculture College, Manhattan, Kansas.

2. Bibliography and Research Studies in Education, Washington D.C. Gov't Printing Off. 1928-39. Bulletin No.5.

"A study of the initial employment of boys and girls between ages of fifteen and twenty, in commercial positions, in the city of Salina, Kansas, for the two-year period ending January 1, 1927", by Allison Roy Baldwin, M.S. 1929, University of Kansas, Lawrence.

"Function of industrial arts teacher in the guidance program of high schools of Kansas", by S. Milton Dell, M.S. 1934, Iowa State College, Des Moines, Iowa.

"A study of an educational counseling plan as used in North East Junior High School, Kansas City, Missouri", by Lou Hortense Miller, M.S. 1935, Kansas University, Lawrence.

"A study of occupational information needed in vocational guidance of youth of Kansas City, Kansas", by Guy F. House, M.S. 1936; Colorado State College, Ft. Collins, Colorado.

"A proposed program of guidance for the high schools of Joplin, Missouri", by Roy W. Greer, M.S. 1937; Kansas State Teachers College, Pittsburg.

"Status of guidance as reported by eight hundred forty-four junior college freshmen in Kansas in 1935", by Dean Carl Lichlyter, M.S. 1937; Kansas University, Lawrence.

The development and expansion of guidance in the United States has been spotted and lacks uniformity. A teacher or welfare worker becomes inspired, turns to vocational guidance, begins by counseling a few, seeks further training and better tools, finally interests others with the idea. So systems of guidance are born.

It would be impossible to say how many of the six million boys and girls in secondary schools come under the

influence of vocational guidance programs.

"Data collected in 1927 regarding specific phases of guidance from 336 secondary schools in 44 states ranging in enrollment from 47 to 4,172, show that a median of 24.9 activities in guidance with a range of 51 activities (5 to 56) were reported by the principals to be carried on in their schools. Among the leading activities through which guidance opportunities were provided in the different schools were discipline in 72.6 per cent; guidance concerning quality of work, 63.5 per cent; curriculum guidance, 60.8 per cent; vocational guidance, 37.7 per cent; placement, 20.4 per cent; and follow-up service, 13.5 per cent".³

This heterogeneous range of activities is illustrative of the lack of uniformity of method. Frank C. Rosecrance, Professor of Education at Northwestern University, examined sixty-two high schools in fifty large American cities. He found that educational planning and adjustment were largely advisory responsibilities. Most advisors taught English or social studies three-fifths of the time, and were responsible for the guidance of about six hundred students each, for the remaining two-fifths of their time.⁴

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3. Reavis, Wm. G., Progress of Guidance, Bulletin, No. 17 Monograph No. 14 of Nat. Survey of Sec. Ed. 1932.
 4. Keller & Viteles, Vocational Guidance Throughout the World, 1937, W.W. Norton & Co, N.Y. p. 39.

Chapter 3

Present Practices in Guidance in High Schools in Cities of the First Class

There are fifteen high schools in Kansas which are located in cities of the first class. A survey questionnaire (as shown in the appendix, Fig. I, p.99) was submitted to each of these schools from which fourteen replies were received. This represents a ninety-four per cent sampling. The replies made to this questionnaire are tabulated in tables in this chapter.

Section I General Information

The purpose of this section is to discover opinion and school responsibility on several issues pertaining to the philosophy of guidance. In general replies to a questionnaire should reflect the judgment of school executives on questions pertinent to this thesis. The responses of the school executives to the submitted questions are presented in Table I which follows.

Table I. Replies from Schools in First Class Cities

A. General Information.		un- yes no both sure		
Question 1.				
(a)	Would the findings of vocational guidance practices in secondary schools in Kansas be of interest to you?	14		
(b)	Would it be useful to you?	11	1	
Question 2.				
(a)	Would a guidance department in your school bring about closer cooperation between your school and community?	13	1	
Question 3.				
(a)	Do you have a guidance program in your school?	9	4	
Question 4.				
(a)	Is your program best described as being one of educational guidance?	6	2	
(b)	Or is your program principally one of vocational guidance.	1	2	5
Question 5.				
(a)	Should a distinction be made between educational and vocational guidance	8	4	2
Question 6.				
(a)	Is there a guidance program of any sort in your community for students in school?	3	2	
(b)	If so, is it a county program?		3	
(c)	Is it a district program?	1	8	
Question 7.				
(a)	In your opinion, is vocational guidance primarily a responsibility of secondary education?	10	4	

It is clear from these findings that there is a decided interest among principals in the larger secondary schools in respect to vocational guidance activities. For example, fourteen out of a possible total of fifteen schools answered affirmatively question No. 1, section A which reads, "Would the vocational practices in secondary schools in Kansas be of interest to you?" Again, eleven out of the fourteen school principals said they believed that a knowledge of school practices would be useful to them. One considered it of no value.

Thirteen of the fourteen schools answering, were convinced that a guidance program within their schools would tend to bring about closer cooperation between the school and community. One was skeptical.

Nine of the fourteen schools answering, have definitely organized guidance programs in their schools. These may not necessarily be individual departments. They do show, however, that these schools are making a particular effort toward guidance.

Six schools described their programs as being educational guidance, while only one was described as purely vocational in nature. Five schools classified their programs as being both educational and vocational guidance, interacting in the same program. Eight of these fourteen school executives were of the opinion that a distinction

should be made in the school program between educational and vocational guidance. Two more were uncertain whether a distinction would be wise and four believed none should be made. The two should operate as one.

Other than guidance activities in school, the students of three of these schools had access to other guidance organizations which were carried on either by the city or a district. These were centers with which the school has no administrative connection.

In spite of the small amount of guidance activity, it was believed by ten of these school executives that vocational guidance is directly the responsibility of secondary education. Four executives thought the responsibility did not belong to secondary schools.

Section II Guidance Personnel

The purpose of this section is to discover who is made responsible for guidance activities within the first class city schools, and what qualifications executives expect for counselors and guidance directors. It will also seek to find the number of assistants, if any, and the amount of time the director devotes to guidance.

Franklin J. Keller, Principal of Metropolitan Vocational High School, New York City, lists the following

qualifications for a director of vocational guidance:

"Assuming that you would have to perform all the duties of a counselor, what kind of a person would you have to be?

1. Good basic intelligence. You should have a mind that can use knowledge.

2. Copious general information. A person of culture; vast knowledge of the world and its ways.

3. Intensive special information. Know the field of occupations and possibilities of future employment. You must know people, the motives, the inhibitions, the quirks, the springs that make them individual.

4. Special skill. You must employ special techniques of testing, interviewing, finding jobs and placing people.

5. Special personal qualities. You must have both sympathy and objectivity, be an integrated personality, be wholesomely energetic and yet sensitive to the weaknesses of others.

Probably like artists, counselors are born, not made."¹

In the largest city schools in Kansas there are only three teachers who are rightly termed guidance directors. None of these has full time to devote to guidance purposes, and only two have one assistant each, other than the regular staff of teachers, in order to handle several hundred students. The qualifications demanded of these directors are relatively high. Qualifications mentioned

1. Keller, F.J., The Phi Delta Kappan, Feb. 1939 v. 21 No. 6 p. 257-259.

were, "A master's degree in social science and guidance work"; "A master's degree"; "Training for guidance work"; "A good teacher with vocational interest and training".

Section III Methods of Direction

The purpose of this section, "Methods of Direction", is to discover ways and means used in secondary schools in first class cities of Kansas to administer and direct guidance. Most authorities recommend the clinic type of program where every student must come before the clinic. Tests of intelligence, aptitude, and achievement are administered and a careful interview is held periodically. The clinicians are usually the guidance counselor, principal, sociologist, and one or more teachers. Accurate records are kept of all knowledge which may aid the clinic in knowing the student better, and assist it in counseling and guiding him both educationally and vocationally. During his school life, a plan of visitation is worked out whereby he may go into various business and industrial concerns which are located in the community, there to be treated as an employee. If these experiences are diversified, they should develop likes and dislikes, which will assist the clinic in knowing the student.

All degrees of variation can be expected from this

limited concept of careful guidance. Group guidance and group visitations are common. The year in school at which guidance is most effective is a debated question.

Table II. Replies from Schools in First Class Cities

C. Methods of direction		yes	no	both
Question 1.				
(a)	Do you have a department of guidance? . .	4	12	
(b)	If so, is it directed by the principal? .	5	2	
(c)	Is it conducted by teachers in home-rooms?	5	1	
(d)	Is it conducted by supervisors?	3	3	
Question 2.				
(a)	Do you keep accumulative records?	11	2	
(b)	Do you keep records of extra-curricular achievements?	11	4	
(c)	Do you keep records of aptitudes?	4	7	
(d)	Do you keep records of hobbies?	2	12	
(e)	Do you keep scholastic records?	14		
(f)	Do you have profile charts for each one?	2	12	
Question 3.				
Do you teach these subjects:				
(a)	Vocational agriculture	1		
(b)	Home economics	10		
(c)	General shop	10		

(continued)		yes	no	both
(d)	Cabinet work	13		
(e)	Shorthand.	13		
(f)	Bookkeeping	10		
(g)	Typing	14		
(h)	Stenographic training	11		
(i)	Vocational guidance.	2		
(j)	Occupations.	3		
(k)	Printing	4		
(l)	Sheetmetal	2		
(m)	Auto mechanics	2		
(n)	Electricity	2		
(o)	Drama and stage-crafts	1		

Question 4.

(a)	Do you have a regular periodic schedule of conferences with your students for guidance planning?	9	4	
(b)	Are these once per week?			
(c)	Per month?	2		
(d)	Per semester?	6		
(e)	Per year?			
(f)	Are they with individuals?	2		
(g)	Or with groups?			5

Question 5.

(a)	Do you administer intelligence tests? . .	11	3	
(b)	Are these yearly?	3	5	
(c)	Are they used for guidance purposes? . .	7	1	

(continued)

yes no both

Question 6.

- (a) Briefly indicate the special or particular uses you make, if any, of these intelligence tests for guidance purposes

Question 7.

- (a) Do you in any way use tests to discover aptitudes? 6 5
- (b) Briefly indicate how these tests are used for guidance purposes

Question 8.

- (a) Do you have a definite plan or set-up for students to visit business or industrial concerns to obtain first-hand information about requirements for these occupations? 7 2
- (b) Are these visits weekly? 1
- (c) Monthly?
- (d) Semester? 2
- (e) Year? 1
- (f) Do students go in groups? 5
- (g) Or as individuals? 2

Question 9.

What year in high school is most preferable for vocational guidance instruction?

- (a) Ninth year? 3
- (b) Tenth year? 3
- (c) Eleventh year?
- (d) Twelfth year? 3
- (e) All four of these years? 5

(continued)

(Number 6, and (b) under 7, do not adapt themselves to yes and no answers. These results are found in the text).

Four of the fourteen schools in first class cities in Kansas who answered, classified their guidance programs as being departments of guidance. These may be considered, then, as separate academic units devoted to the direction of students. Three of these are under the supervision of guidance directors. One department and the remaining four schools with programs, are under the direction of principals. Five other schools endeavor to do some guidance through home-rooms, by teachers who supervise them.

The three guidance directors also serve as supervisors of students who come under the influence of their guidance departments.

There is a decided insufficiency of records kept to be of adequate use for student guidance. It is pointed out, conclusively, by Elizabeth Lee Downs in her thesis on Verbal Attitudes as Compared With Real Attitudes,² that a student's attitude changes rapidly in considering a vocation and that verbal opinions cannot be trusted. Only

2. Downs, Elizabeth Lee, The Consistency Between Verbal and Behavioral Expressions of Socio-Economic Attitudes. Thesis at Ft. Hays State College, 1939, p. 51.

through continued accumulated records can a reliable picture of the individual be formed. Eleven schools keep accumulative records for each student, and eleven keep records of extra-curricular achievements. Only four schools make an effort to record their student's aptitudes and special abilities. Two schools consider hobbies of sufficient value to record. All fourteen of the schools reported keeping scholastic records, of course, for these are required by State Law, but two schools only, provide profile charts for each student.

The most popular among the subjects listed, which were vocational in nature, was typing which was found in all of the fourteen schools reporting. Cabinet work and shorthand were found in thirteen schools, and stenographic training in eleven. Home economics, general shop, and bookkeeping each had a place in ten schools. Four schools teach printing and three, occupations. Vocational guidance course, sheet-metal, auto mechanics, and electricity, were each being taught in two schools. One school taught vocational agriculture and one, drama and stage-craft.

Where guidance is not otherwise stressed, students are influenced through these courses. Only vocational guidance and perhaps occupations, purposefully assist the student in finding a place in the work-a-day world.

Nine schools have a regular periodic schedule of conferences with pupils for guidance planning. Two schools hold a conference with the student every month and five have plans which use both group and individual conferences. Four schools have no schedule for periodic conferences.

Eleven schools administer intelligence tests, but only seven of these reported that they were used for guidance purposes. Three only, administer them yearly, but one school gives them to seventh, ninth and eleventh grades. One administrator remarked that "a battery of intelligence tests are of especial value in prognosticating for the learned professions". Other suggestions of use were made. Some of them follow: "Aids"; "Personal use in making guidance suggestions"; "Used to find weak and strong traits"; "Used to check against vocational inventory and take care of individual differences"; "Useful in helping students arrange programs and encouraging certain interests"; "For student's better knowledge"; and for "Educational planning".

Six schools used aptitude tests to discover special abilities. These were used for the following reasons: "For pointing out natural bends to the student"; for "Subject choice"; "To aid students in planning courses and prepare for vocations"; and "Given as needed, or at re-

quest of parents or teachers".

Eight of the fourteen schools reporting, have organized a definite program for students to visit business or industrial concerns to obtain first-hand information about requirements for these vocations. One school makes these visits weekly, two by the semester and one yearly. In five schools students go in groups, and in two, they go both individually and in groups.

Opinion, as reported, is rather evenly divided over what year in school is the best for vocational guidance instruction. Three administrators named the ninth year as preferable, three the tenth year, and three the twelfth. Five more suggested that it should be administered throughout the secondary level of ninth, tenth, eleventh and twelfth years.

Section IV Follow-up Program

"Generally speaking, the follow-up of pupils who have left school has been a sorely neglected phase of vocational guidance. The effects of guidance are impossible to measure unless one knows something of the fate of the product".³

3. Keller & Viteles, Vocational Guidance Throughout the World, W. W. Norton & Co. N.Y. 1937, p. 50.

The purpose of Section IV is to discover and explore methods used in first class city schools for following students who leave through graduation. Replies are reported in table III.

Table III. Replies from Schools in First Class Cities

D. Follow-up program		yes	no
Question 1.			
(a)	Do you have any plan of follow-up for students after leaving your school, in order to discover their occupations?	2	12
(b)	Is this information used as a criteria for reorganizing curricula?	3	4
(c)	Does this information reflect the work of your guidance program?	3	4
(d)	Does this information give any opportunity to study occupational qualifications required in various fields of employment ,	3	3
Question 2.			
(a)	Do you have a placement bureau in your school?	4	10
Question 3.			
(a)	Does your guidance program assume any responsibility for the placing of students in positions either part or full time? . . .	4	5

Two schools reported that a follow-up plan was used

for students after leaving school, in order to discover their occupations. This information was used as criteria for reorganizing curricula. It also reflected the work of the guidance program. It was believed that this information gave an opportunity to study occupational qualifications required in various fields of employment. Four schools maintain placement bureaus for placement of students. Ten did not. Four guidance programs assumed the responsibility for placing students in positions. These may either be full-time or part-time.

Section V Special Outline

The purpose of this section is to discover and present concrete descriptions of typical outstanding guidance programs in certain schools in Kansas. Many interested administrators described their guidance programs in accompanying notes.

Pittsburg Senior High School. "Our guidance program is not well organized, nor is it inclusive. We offer an eighteen weeks course, elective, which is based largely upon vocational guidance. This course is theoretical. For some little time we have given slight attention to home-room guidance practices. Since we are permitted to have but about ten minutes for home-room meeting we can do little with the problem of guidance along any line. The home-room teachers do,

however, exercise some advisory guidance for pupils in mapping out courses best suited to the pupils".

Rosedale High School, K.C. "Our guidance is carried out through home-rooms, only. Very little time is devoted to it. At that it is about as good as the general run throughout the city and the State in the opinion of the writer. We need time and money to carry on a program".

Atchison Senior High School. "Our guidance program is really in the phase of organization; the drawing together of the many smaller phases of guidance that have been done into one organized program".

It is difficult to concisely describe programs of guidance in any phase of organization, due to the wide variety of methods used in schools. As has been shown, there are things being done in every school, but these things may not conform to any accepted pattern. Leavenworth uses a clinic-type, while Winfield has a distinct department. Ft. Scott does a great deal of guiding without a particular organization. The Wichita schools have access to their Child Guidance Center which is a community project. Guidance at Wyandotte Senior High School in Kansas City, Kansas, is carried out within particular departments. This program is reviewed in detail.

The Wyandotte plan of guidance is based on three

ideals and practices. The first of these is fundamental training. Most schools perform this function quite well. Under this heading comes the whole field of educational guidance. Early enrollments, and careful study of the curriculum are made in which parents and students use every means of securing dependable information regarding courses to be offered. The usual high school courses are grouped in a catalog so they form basic foundations to future needs. Each teacher is a counselor, even though some are designated with particular duties for organizing the counseling program. The core of the curriculum contains general basic training which gives the student assurance and information in regard to a great variety of subjects.

The second phase of the Wyandotte plan is securing dependable information. This is accomplished in three ways. (1) There are certain courses on vocations within the school curriculum. Occupations is a required course with all second-year students. The work is closely correlated with vocational situations in the community and serves the purpose of introducing the student to a definite and serious consideration of future life situations. Educational guidance figures strongly in this work.

(2) Certain departments attempt to set an actual vocational situation. In secretarial courses of office

practice and office appliances, actual dictation, transcription, filing and use of office machines bring the business office situations very near. The same may be said of commercial art and homemaking. In the latter field they no longer merely teach cooking, sewing, dietetics, millinery, etc., but also budgeting, nursing, consumer education, care of furniture, use of electrical appliances, and group the whole department under the head of "home living".

This can be and is done in courses of printing, auto mechanics, commercial art and electricity. A print shop actually prints the school paper; the auto mechanics class actually do dependable work in repairing cars; the electricity courses actually build and repair radios and learn to wire houses.

(3) Wyandotte has a program of vocational lectures which offers contact with individuals who are successfully working in the profession or occupation which the student chooses to investigate. What the young person still needs and craves is contact with farmers, dairymen, mechinists, contractors, mechanics, printers, cartoonists, reporters, aviators, air hostesses, aeronautical engineers, railroad workers, bus and truck drivers, radio commentators, illustrators, salesmen, insurance agents, grocers, bankers, advertisers, Army and Navy men, F.B.I. men, policemen,

engineers, lawyers, doctors, teachers, commercial chemists, nurses, veterinarians, beauty operators, office workers, stenographers, baseball players, costume designers, musicians, actors, and others. Wyandotte still employs the ancient "master" idea. Where a master of some craft, profession or occupation can be found in the community he is enlisted to provide students with exact information concerning his vocation. Wyandotte selects thirty occupations for the operation of their plan. Their type of organization will make it possible to have each student in the entire high school enrolled in one of the thirty divisions. By use of an assembly day, they send the freshman-sophomore group to an assembly program while the junior-senior group is hearing vocational talks. At the end of the hour the program is reversed. Thus the same speakers are used. This school enrolls more than 2,800 so it will work in large schools.

The third basis for a true program of guidance must be some method of providing actual participation of the student in an established vocation and this is where a plan of apprenticeship is introduced. A period of actual try-out is used. In certain of the professions, the practice has been of long standing. In medicine there is the internship, and in education the cadet teacher. These are of course after the period of formal training.

The plan used in Wyandotte provides such training while the student is still in school.

The Wyandotte plan began about five years ago with the practice of sending advanced secretarial students into commercial and professional offices afternoons and Saturday. Each student was required to work in this manner for a four-week period. In the plan they have secured the cooperation of an Educational Committee of the local Business and Professional Women's Club. A letter from this organization bearing the approval of the school was sent to other civic groups and their cooperation was invited. Business and professional men were asked to report if they wished to use a secretary in this manner. Of course, in the operation of the plan it was also necessary to secure the consent of the students and the approval of parents. At the end of the four-week period, on a specially prepared card, the employer made a definite report on the success the student had attained. This report is used in two ways: it is first employed to help determine the final grade in school in secretarial work; after that, the card is filed in the school office and is used for placement of the student in regular employment following graduation. The business men have been pleased and even surprised at the proficiency of these students. The students themselves bring back to the department the needs

as they experience them in the actual business world. These become the subject of searching analysis and often result in a revision of procedures in the school. They also most certainly inspire the student to greater effort. A final, very attractive result of the plan is that so many find it the stepping-stone to permanent employment. There are a number of cases where the employer insisted on keeping the student on the payroll after graduation even though he did not have a definite opening.

This year the plan included a group of young salesmen in large department stores with the same degree of success. Principal J.F. Wellemeyer said of the plan:

"We are naturally raising the question with ourselves whether this cannot be extended to many other departments. I feel that it is only a matter of time when we shall be doing the same thing in such courses as auto mechanics, printing, commercial chemistry, journalism, and home service.

We can't speak separately of vocational guidance, occupational, recreational, health, social or moral guidance. True guidance must include all these, and they must never be in opposite camps. Intelligent and sympathetic determination of aptitudes, special abilities, special interests, ultimate goals; this, when coupled with dependable vocational information and a limited but actual trial of the work under true working conditions will produce results beyond anything we have yet dreamed of".⁴

4. Wellemeyer, J.F., The Phi Delta Kappan, Feb. 1939, p. 280.

Chapter 4

Present Practices in Guidance in High Schools in Cities of the Second Class

There is a total of seventy seven schools in cities of the second class in Kansas. The questionnaire survey (as shown in the appendix, Fig. I, p. 98) was sent to each of these. From these schools, forty-eight replies were received. This represented a sampling of sixty-three per cent. It is from these returns that the data for this chapter were accumulated. Responses are given in tables throughout the chapter.

Section I General information

The purpose of this section is to discover opinion and school responsibility on several issues pertaining to the philosophy of guidance. The purpose corresponds with Section I in Chapter 3, except here the thesis deals with schools located in cities of the second class instead of schools in cities of the first class. These replies were made by principals in these schools. The responses re-

ceived from the submitted questions in this section are presented in Table IV, which follows:

Table IV. Replies from Schools in Second Class Cities

A. General information		un- yes no both sure		
Question 1.				
(a)	Would the findings of vocational guidance practices in secondary schools in Kansas be of interest to you	47	1	
(b)	Would it be useful to you?	42	3	
Question 2.				
(a)	Would a guidance department in your school bring about closer co-operation between your school and community?	41	2	4
Question 3.				
(a)	Do you have a guidance program in your school?	29	15	
Question 4.				
(a)	Is your program best described as being one of educational guidance	25	4	
(b)	Or is your program principally one of vocational guidance?	5	16	11
Question 5.				
(a)	Should a distinction be made between educational and vocational guidance?	19	21	5
Question 6.				
(a)	Is there a guidance program of			

(continued)		yes no both sure		
any sort in your community for students in school?		11	30	
(b) If so, is it a county program? . .			11	
(c) Is it a district program?		6	10	
Question 7.				
(a) In your opinion, is vocational guidance primarily a responsibility of secondary education? . .		28	19	1

Question 1, sub-topic (a) and (b), Table IV, indicate there is a decided interest in vocational guidance practices among school principals in cities of the second class. Executives seem anxious to know what existing practices are in vocational guidance. This is pointed out by forty-seven out of forty-eight affirmative answers and but one negative answer to the question, "Would the findings of vocational guidance practices in secondary schools in Kansas be of interest to you?", and forty-two affirmative answers to the question, "Would it be useful to you?" There were three negative answers to the latter question.

Four principals doubted the value of a guidance department in bringing about a closer cooperation between school and community. Two answered definitely no, but

forty-one believed a department would tie the community and school more closely together.

Twenty-nine schools of the forty-eight who returned questionnaires have programs for guidance. Sixteen schools said they had none. Twenty-five were described as being programs of educational guidance, five were characterized as principally vocational guidance, and eleven replies said the programs contained both vocational and educational guidance. No distinction was made between the two. These items do not check against the number of guidance programs because some schools which do educational guidance replied negatively to question 3, Section A, Table IV, "Do you have a guidance program in your school?"

Nineteen principals in second class city schools believed there should be a distinction made between vocational and educational guidance. Twenty-one were convinced that no distinction should be made, and five were undecided on the question.

Eleven guidance programs were found to exist, with which the secondary schools were not connected. Six of these were described as district programs. These are such activities as those carried on by Dodge City Junior College, and the Garden City Junior College. Once each Spring of the year, these Junior Colleges sponsor a day's program. Senior classes from surrounding high schools

are invited, the entire group is divided according to their vocational interests, and sent to group meetings on the particular vocation of their choice. Outside speakers who are interested in the vocation, hold the round table meetings. Usually there is one general assembly at these meetings.

Twenty-eight school executives were of the opinion that vocational guidance is primarily the responsibility of secondary education. Nineteen were not willing that secondary schools should bear the responsibility and one was undecided.

Section II Guidance Personnel

The purpose of this section is to discern who is made responsible for administration and supervision of guidance in high schools located in cities of the second class, and the qualifications deemed necessary for these sponsors. This section is comparable to Section II, Chapter 3. The difference lies in the fact that here we are dealing with schools in second class cities instead of schools in first class cities. The procedure shall remain similar.

Out of forty-eight replies, it was found that nine schools had employed directors of guidance. None of these were employed with full time to devote to guidance. There

was wide variation among this classification of schools on who was responsible for guidance activities. One replied, "Guidance is directed by the high school principal with the aid of five consultants". Other replies were as follows: "We use two teachers -- one for boys and one for girls"; "We have one director and one assistant"; "Our school has twenty-one counselors. They are teachers in home-rooms"; and, "Guidance is carried on by the principal and the Hi-Y sponsor".

A varied list of qualifications were mentioned. They are listed here, unedited:

"Enough interest in work to adequately prepare oneself".

"Understand the field and be able to secure and retain the confidence of the students".

"Understanding of guidance procedures. Director should have a master's degree in guidance and personnel work".

"A major in guidance".

"Special training".

"Regular teacher with special training in guidance".

Section III Methods of Direction

The purpose of this section is to explore the methods

of direction used by schools located in cities of the second class in carrying on guidance activities. This section is similar to Section III in Chapter 3. The difference lies in the fact that here the problem deals with second class city schools instead of first class city schools. Results from this investigation are tabulated in Table V below.

Table V. Replies from Schools in Second Class Cities

C. Methods of Direction.		yes	no	both
Question 1.				
(a)	Do you have a department of guidance . .	7	39	
(b)	If so, is it directed by the principal?.		14	
(c)	Is it conducted by teachers in home-rooms?	13	5	
(d)	Is it conducted by supervisors?	4	6	
Question 2.				
(a)	Do you keep accumulative records? . . .	35	12	
(b)	Do you keep records of extra-curricular achievements?	42	6	
(c)	Do you keep records of aptitudes? . . .	13	32	
(d)	Do you keep records of hobbies?	9	33	
(e)	Do you keep scholastic records?	48		
(f)	Do you have profile charts?	5	43	

(continued)

yes no both

Question 3.

Do you teach these subjects:

(a)	Vocational agriculture	27	
(b)	Home economics	42	
(c)	General shop	27	
(d)	Cabinet work	33	
(e)	Shorthand	41	
(f)	Bookkeeping	41	
(g)	Typing	42	
(h)	Stenographic training	34	
(i)	Vocational guidance	15	
(j)	Occupations	12	

Question 4.

(a)	Do you have a regular periodic schedule of conferences with your students for guidance planning?	15	32
(b)	Are these once per week?	2	
(c)	Per month?		
(d)	Per semester?	2	
(e)	Per year?	3	
(f)	Are they with individuals?	14	
(g)	Or with groups?	3	1

Question 5.

(a)	Do you administer intelligence tests . . .	40	8
(b)	Are these yearly?	21	13
(c)	Are they used for guidance purposes . . .	32	5

(continued)

yes no both

Question 6.

- (a) Briefly indicate the special or particular uses you make, if any, of intelligence tests for guidance purposes. .

Question 7.

- (a) Do you in any way use tests to discover aptitudes? 15 24
- (b) Briefly indicate how these tests are used for guidance purposes

Question 8.

- (a) Do you have a definite plan or set-up for students to visit business or industrial concerns to obtain first-hand information about requirements for these occupations? 23 24
- (b) Are these visits weekly?
- (c) Monthly? 2
- (d) Semester? 4
- (e) Year? 6
- (f) Do students go in groups? 8
- (g) Or as individuals? 5 5

Question 9.

What year in high school is most preferable for vocational guidance instruction?

- (a) Ninth year? 9
- (b) Tenth year? 6
- (c) Eleventh year? 4
- (d) Twelfth year? 13
- (e) All four of these years? 9

(continued)

(Number 6, and (b) under 7, do not adapt themselves to yes and no answers. These results are found in the text).

Among forty-eight schools from which reports were received, only seven had distinct departments of guidance. These were supervised by guidance directors. Among schools without departments, the principal was responsible in a few cases. A few comments show this, such as: "The principal does most of the guidance and some teachers aid in a measure", and "Guidance is done by the principal and home rooms". Thirteen schools depend on teachers who conduct home rooms to guide students and four have supervisors who counsel the student body.

Records are rather adequate among this classification of schools if they were not misrepresented. Often there is wide variation as to what makes up an accumulative record. Thirty-five of forty-eight school principals reported having and using accumulative records. Forty-two keep records of extra-curricular achievements and thirteen record aptitudes. Only nine keep track of student hobbies. All but five schools only, make an effort to keep profile charts for each student.

There is quite general use made of the vocational subjects chosen. This classification of schools make the

greatest use of vocational agriculture. It is included in twenty-seven of forty-eight schools. Home economics is always a popular course. It found a place in forty-two school curriculums. General shop is used by twenty-seven schools and cabinet work by thirty-three. Shorthand and bookkeeping both have a count of forty-one and typing forty-two. Stenographic training was close behind with thirty-four. Vocational guidance was included as a course by fifteen schools and a study of occupations had a place in the curriculum of twelve.

A regular periodic schedule of conferences with pupils for guidance planning was arranged by fifteen schools. Two of these schedules provided for meeting each student once every week. Two more met each student once a semester and three met each student yearly. Fourteen schools held these conferences with individual students, while three schools provided for group meetings only. One principal reported that his school used both individual and group meetings. He wrote, "We have one home-room period a week. About half of such periods is given over to group guidance. At least one individual conference is held with each student a year".

Intelligence tests were administered by forty of these forty-eight schools. Eight principals reported that they did not use them. Twenty-one schools give these

tests yearly; others intermittently, as expressed by one reporter, "We give intelligence tests as we think we can use the results". In thirty-two schools, these results are used for guidance purposes. Many varied uses were given for these intelligence tests. Below, several uses are copied as reported by principals. These are given here, unedited:

"They (intelligence tests) are used to make comparisons of occupational levels and requirements of individuals".

"Enrollment, remedial, etc".

"Course of study and subject load--also achievement".

"Organize some classes as per ability of students".

"They assist in advising on potential achievement".

"Selection of courses of study, subjects to be elected, etc.".

"Help in aptitudes".

"As guides for teachers and pupils in counseling".

"To direct assignment and schedule".

"Consider them in scholastic expectancy".

"Classification".

"Placing in class and as basis for possible prediction of college or vocational success".

"Try to show the individual his special talents and aptitudes".

Fifteen principals reported the use of aptitude tests to discover special abilities. Reasons given for their use were as follows:

"Point out values to occupations".

"Home-room counseling".

"Field of work considered and recommended".

"These have been used in a vocational guidance class. Designed to help student choose occupation".

"Aptitude tests are used to aid pupils who indicate interests in certain fields".

Twenty-three schools provide plans whereby students may visit business and industrial concerns in their communities in order to obtain first-hand information about training requirements for those occupations. Two schools allow visits monthly, four by the semester and six, yearly. Eight schools send students in groups, five as individuals, and five go both in groups and as individuals. One principal writes, "Hundreds of our students visit industrial concerns every year. We have about one hundred that work in them for short periods, yearly".

This classification of school principals is also undecided on what year is best for guidance instruction. Nine advocate the ninth year. Six believe the tenth year

preferable. Four choose the eleventh year, but the largest number, thirteen, select the twelfth year for instruction. Nine principals suggest that guidance should be carried throughout all four years. This thought is enthusiastically expressed by one reporter. "Guidance", he writes, "should start in the eighth or ninth year and continue through the twelfth with a post-graduate follow-up".

Section IV Follow-up Program

The purpose of this section is to study ways and means which schools located in cities of the second class may use in keeping track of students who leave school through graduation and go out into the occupational world or continue their schooling. This continued contact with former students is considered desirable in a good guidance program. This section differs from Section IV, Chapter 3, only in that here the study relates to second class city schools instead of schools in cities of the first class. Table VI presents data from this investigation.

Table VI. Replies from Schools in Second Class Cities

D. Follow-up program.		yes	no
Question 1.			
(a)	Do you have any plan of follow-up for students after leaving your school, in order to discover their occupations?	8	40
(b)	Is this information used as criteria for reorganizing curricula?	5	15
(c)	Does this information reflect the work of your guidance program?	5	10
(d)	Does this information give any opportunity to study occupational qualifications required in various fields of employment?	8	7
Question 2.			
(a)	Do you have a placement bureau in your school?	4	37
Question 3.			
(a)	Does your guidance program assume any responsibility for the placing of students in positions either part or full time?	15	20

Eight schools had plans of follow-up for students after leaving school to discover their occupations. Forty do not make an effort to follow students. In five schools this information was used as criteria for reorganizing curricula. These principals believed that follow-up information reflected the work of the guidance program.

Eight school executives agreed that a follow-up program gave an opportunity to study occupational qualifications required in various fields of employment. Out of forty-eight schools only four maintained a placement bureau, yet fifteen assumed a limited responsibility for placing students in positions. These may be either part or full time. One principal reported, "Our commercial department does quite a program of placement and follow-up". Other remarks were: "We do have a follow-up. We are thinking toward an elaborate plan which may bring people back for training after graduation, in night schools". "In our school, placement is frequently done through the office".

Section V Special Outline

The purpose of this section is to record observations made by several of the principals of schools in cities of the second class who reported on programs of guidance in their schools. These often supply more vivid pictures of the work being done than can be obtained from the survey alone. Typical outstanding guidance programs in certain second class city schools will be reviewed in detail.

Kingman Senior High School. "We offer occupations in the ninth grade. That is all except as each teacher, through class discussion and

personal conference attempts to assist the student in the matter of vocational choice".

Humboldt Senior High School. "Every teacher is asked to be alive to the guidance situation and use every opportunity afforded to give friendly counsel, realizing that the same approach cannot be made to every pupil. Our force is too limited to permit a special sponsor".

Larned Senior High School. "I am at sea on this subject. So far as I can see, very few people can choose vocations; they have to take what chance offers, if it offers anything. Moreover, I don't know where to get teachers who have anything more than a weak understanding of the problem. We are very busy with more tangible work, and have not done very much with guidance except to meet needs as they arise".

Herrington Senior High School. "Guidance in a high school of our size (350 to 375) must be done by superintendent, principal and teachers. Each pupil is assigned to a home-room teacher. However teachers are not trained in guidance. Some have the confidence of pupils and some do not. They are not given enough time in schedule for personal conferences. We are studying the problem in faculty meetings. We hope to make some improvement in our program".

Emporia Senior High School. "Our program is new this year. A definite program has not been established. A director has been appointed to work out the guidance program. It will be both educational and vocational guidance. We are definitely attempting something in this line, but it is too new to make a good report".

Council Grove Senior High School. "We offer twelve weeks in vocational guidance as exploratory at ninth grade level. In the twelfth year we offer a class. The pupils are required to work out in a research, his first three vocational choices. Local service clubs have cooperated for the past four years by sending speakers weekly during the first semester".

Great Bend Senior High School. "Our guidance program is just being formulated this year and is being handled by two members of the faculty who are also carrying the regular teaching load. It is hoped that by next year some time may be allowed in the schedule for guidance work".

Lindsborg Senior High School. "I think a great deal of guidance is carried on without a formal program. We make use of class sponsors, two for each class, headed by the superintendent in an attempt to direct students".

Ottawa Senior High School. "Our guidance work is very definitely educational and begins in the sixth grade. As the pupil progresses towards high school graduation there is some vocational guidance but almost entirely through educational guidance. Each teacher does some guidance work. Other agencies are the G.R. and Hi-Y, and the principals of the junior and senior high schools. We are experimenting with aptitude tests".

Pratt Junior-Senior High School. "The vocational aspect of guidance is stressed largely in the ninth grade. It is at this level that the educational feature of the guidance program is also stressed; hence, the two are carried on hand in hand.

"The course entitled "occupations" is required of all ninth grade students the first semester. The first six weeks is spent in a complete study of the local course of study. All requirements, state and local, are given thorough attention. Each elective is fully explained. College entrance requirements are explained, showing what high school preparation is needed for certain types of colleges and courses within colleges.

"The remaining twelve weeks is utilized in the study of fifty important occupations. Also in the first semester's work, the teacher of occupations, which is also school counselor, gathers information about each student regarding records, home conditions, and all information possible from various sources.

"The school uses a plan in this field of work to pre-enroll each student for the remaining high school course. The second semester is used for this work. The counselor selects about twelve students each week and before appointments are made, a letter of introduction is mailed from the principal's office to the parents of each student explaining the pre-enrollment procedure, requirements for graduation and the elective courses. Arrangements are made for the counselor to meet with the student and his parents to carefully select the student's course. It is during this triangular conference, the home, the student and the school, that much is accomplished. This really climaxes the freshman year's guidance program. Besides ably selecting the student's sophomore, junior, and senior electives, a new and closer tie is formed between home and school.

"After the course is decided upon, a record of it is written on a plan chart especially prepared for the case. The plan chart is signed by parent, student, and counselor, and is attached to the student's permanent record card. This plan may be amended at some later year, providing all three parties agree to such, and a special change form is provided for their signatures.

"Throughout the three remaining years of school, a follow-up plan is used. Schedule and adjustments are made by the counselor when a

student presents a plausible reason for change and parents agree to the change".

The Manhattan Senior High School has been quite successful in carrying out a guidance program. It is city-wide and begins in the lower grades at about the seventh grade level.

This plan uses an extensive accumulative record. The purpose of this record is to enable the teachers and administrators to bring together and to make more easily usable the data that are essential in the guidance of individuals.

The accumulative record has to be accumulative because only thus does it furnish a true record of individual growth, and does it reveal developmental tendencies and variations. It brings to attention the needs and differences of the individual pupil much more readily and adequately than any study of the boy and girl at any single stage in the life development. Without the accumulative record, important factors in the development of a child might be easily overlooked.

A survey blank is included in the record which gives the family and home life of the pupil, the physical and health record, school life and activities, social life and outside activities, and the plans of the boy or girl

for the future.

Tests of mental ability are given at the level of the sixth, ninth, tenth, eleventh and twelfth grades. The purpose of the tests is to measure the thinking power or the degree of maturity of the mind of the various individuals. The Otis quick scoring test of mental ability has been used. Test results were of particular aid in assisting students in making the transitions necessary in passing from school to school. In advising the individual regarding the future either educationally or vocationally the mental ability of the student certainly must be taken into consideration.

In the past year three hundred and fifty interviews with pupils were held either individually or in small groups. Results of these interviews also go into the accumulative records. These were for the purpose of fact-finding, to get the student acquainted with himself, preventative, problem solving and follow-up. The general subjects of these interviews were educational guidance, vocational guidance, health guidance, leisure time guidance, and moral guidance.

Manhattan has a course in occupations for the ninth grade. Other course work is done in vocational agriculture, commerce and in the cafeteria course.

This year vocational guidance talks have been in-

creased in number and scope, and extended to include all of the sophomores and juniors, as well as the seniors. An outline of desired information was prepared by the student body. Likewise a survey of the student body was made to learn in what fields the general vocational interest was highest. Once the fields of interest were determined, various individuals were contacted throughout the community, and invited to have a part in the program. Approximately thirty persons were in attendance at a vocational dinner which provided an opportunity to lay the plan before the community. From this dinner, twenty-six persons were contacted who gave talks on vocations.

Part time apprenticeship has had a small beginning during the past year in the senior high school. Two boys have been at work in a garage as apprentice mechanics. During the past year, fifty-three students have spent two and one-half hours per day for ten days working on the trade-apprentice ship plan. Twenty-two Manhattan merchants have been so kind as to make this a possibility. Fifteen girls of the advanced stenography class have spent a period of three and one-half hours per day, working in the offices of fifteen business institutions. In this work they have received definite training in many different manners of office practice. In some cases they have already been considered for extra paid help. Eight-

een girls of the cafeteria class have spent a period of three and one-half hours per day in preparing and serving meals in the high school cafeteria. The same girls have spent three and one-half hours per day for six weeks in homes and business places in the community receiving practical experience which they might not have obtained in school.

Chapter 5

Present Practices of Guidance in High Schools in Cities of the Third Class

There are six hundred high schools in Kansas which are located in cities of the third class. The survey questionnaire (as shown in the appendix, Fig. I, p. 99) was submitted to each of these schools from which three hundred seventy-seven replies were received. This represents a sampling of sixty-three per cent. The responses made to this questionnaire are recorded in tables throughout this chapter.

Section I General Information

The purpose of Section I is to discover opinion and school responsibility on several issues pertaining to guidance as reported by principals of high schools located in cities of the third class. This section differs with Section I in Chapters 3 and 4 only in that here results are taken from third class city schools. The responses of the school executives to the questions submitted are presented in Table VII which follows:

Table VII. Replies from Schools in Third Class Cities

A. General information.		yes	no	both	un- sure
Question 1.					
(a)	Would the findings of vocational guidance practices in secondary schools in Kansas be of interest to you?	369	5		
(b)	Would it be useful to you?	348	9		
Question 2.					
(a)	Would a guidance department in your school bring about closer cooperation between your school and community?	283	35		29
Question 3.					
(a)	Do you have a guidance program in your school?	149	126		
Question 4.					
(a)	Is your program best described as being one of educational guidance?	206	51		
(b)	Or is your program principally one of vocational guidance? . . .	69	144	18	
Question 5.					
(a)	Should a distinction be made between educational and vocational guidance?	224	111		6
Question 6.					
(a)	Is there a guidance program of any sort in your community for students in school?	73	276		
(b)	If so, is it a county program? .				

	(continued)	yes	no	both	un- sure
(c)	Is it a district program?				
Question 7.					
(a)	In your opinion, is vocational guidance primarily a responsibility of secondary education? .	237	116		6

It is clear from a study of figures in Table VII, that three hundred sixty-nine principals in third class city schools are vitally interested in guidance activities which are going on in Kansas. Three hundred forty-eight are of the opinion that these practices would be valuable to them.

Two hundred eighty-three executives reported that a guidance department would bring about a more closely cooperating unity between school and community. Thirty-five thought not, and twenty-nine were doubtful.

One hundred forty-nine stated that their schools had programs of guidance. One hundred twenty-six did not have. However two hundred six described their guidance programs as educational in nature. Only sixty-nine had programs which were considered vocational. These figures will not check against those given for the number of guidance programs. Evidently a few schools place some emphasis on guidance, but not enough for principals to consider their

work as being programs. This is especially true in educational guidance.

Two hundred twenty-four principals believed that a distinction should be made between educational and vocational guidance. One hundred eleven thought no distinction should be made, and six were undecided.

Seventy-eight schools have access to programs of guidance which are carried on by organizations outside of school.

In the opinion of two hundred thirty-seven principals of schools located in cities of the third class, vocational guidance is a responsibility of secondary education. One hundred sixteen believe secondary education should not have to bear the responsibility. Six are undecided.

Section II Guidance Personnel

The purpose of Section II is to discover who assumes the responsibility of directing and administering the guidance programs in schools located in cities of the third class. This section differs from Section II in Chapters 3 and 4, only in the classification of schools under consideration.

Replies from three hundred seventy-seven schools in

this classification listed only forty as having directors of vocational guidance. Four of these were listed as being full-time directors.

Qualifications for guidance directors were many and varied. In many cases they appeared to be the opinions of executives rather than qualifications required in their own schools, because they were taken from replies which listed no director. Several are listed below as they were taken from reports, unedited:

1. "A good understanding of psychology, economics and a good judge of character.
2. "A clear understanding of the problems of youth and a clear vision of the growing industries and the over-crowded industries".
3. "College preparation in guidance, experience in some business and good administrative ability".
4. "College graduate with a degree in vocational work".
5. "Master's degree".
6. "(a) Know the field of vocations, (b) know testing, (c) Keen interest in young people, (d) Must maintain strong community contacts".
7. "Broad education, be truthful with student, understand young people".
8. "A knowledge of vocations and plenty of common sense".

9. "You would want an instructor with sound judgment and worthwhile experience giving it. One who can speak with authority, has the confidence of students, is interested in the real welfare of the student, and knows the real outlook on life".

Section III Methods of Direction

The purpose of Section III is to find ways by which guidance is carried out in third class city schools. This section differs from Sections III in Chapters 3 and 4 only in the classification of schools. Replies to submitted questions are tabulated in Table VIII.

Table VIII. Replies from Schools in Third Class Cities

C. Methods of Direction.		yes	no	both
Question 1.				
(a)	Do you have a department of guidance?	49	301	
(b)	If so, is it directed by the principal?	79	48	
(c)	Is it conducted by teachers in home-rooms?	46	62	
(d)	Is it conducted by supervisors? . . .	25	68	
Question 2.				
(a)	Do you keep accumulative records? . .	268	84	
(b)	Do you keep records of extra-curricular achievements?	273	59	

	(continued)	yes	no	both
(c)	Do you keep records of aptitudes? . .	58	254	
(d)	Do you keep records of hobbies? . . .	31	272	
(e)	Do you keep scholastic records? . . .	330	15	
(f)	Do you have profile charts?	30	334	

Question 3.
Do you teach the following subjects?

(a)	Vocational agriculture	102		
(b)	Home economics	262		
(c)	General shop	172		
(d)	Cabinet work	139		
(e)	Shorthand	203		
(f)	Bookkeeping	220		
(g)	Typing	304		
(h)	Stenographic training	114		
(i)	Vocational guidance	65		
(j)	Occupations	95		

	Question 4.			
(a)	Do you have a regular periodic schedule of conferences with your students for guidance planning? . . .	72	281	
(b)	Are these once per week?	6		
(c)	Per month?	16		
(d)	Per semester?	42		
(e)	Per year?	19		
(f)	Are they with individuals?	20		

(continued)

	yes	no	both
(g) Or with groups?	7		

Question 5.

(a) Do you administer intelligence tests?	231	127	
(b) Are these yearly?	162	93	
(c) Are they used for guidance purposes?	149	33	

Question 6.*

(a) Briefly indicate the special or particular uses you make, if any, of these intelligence tests for guidance purposes.

Question 7.

(a) Do you in any way use tests to discover aptitudes?	94	214	
--	----	-----	--

(b)* Briefly indicate how these facts are used for guidance purposes.

Question 8.

(a) Do you have a definite plan or set-up for students to visit business or industrial concerns to obtain first-hand information about requirements for these occupations?	117	249	
(b) Are these visits weekly?			
(c) Monthly?	12		
(d) Semester?	39		
(e) Yearly?	47		
(f) Do students go in groups?	92		
(g) Or as individuals?	9		3

Question 9.

What year in high school is most preferable for vocational guidance instruction:

	(continued)	yes	no	both
(a)	Ninth year?	93		
(b)	Tenth year?	63		
(c)	Eleventh year?	71		
(d)	Twelfth year?	109		
(e)	All four of these years?	5		

(Number 6, and (b) under 7, do not adapt themselves to yes and no answers. These results are found in the text)

Two hundred thirty-one school executives reported giving intelligence tests. In one hundred sixty-two schools these are given yearly, and one hundred forty-nine use these tests for guidance purposes. One hundred twenty-seven said they did not give intelligence tests. Uses made of these tests were listed as follows:

1. "To help students into subjects and interests to which they show adaptability".
2. "Merely as a check on teacher opinion".
3. "To determine student ability".
4. "As a basis for ascertaining whether to encourage or discourage pupils from certain lines of work".
5. "Classify intellectual requirements of occupations and recommend accordingly".

6. "To discover weaknesses in academic work".
7. "Not much of any use".
8. "In assisting a student in planning his selection of courses".
9. "To recommend manual courses to lower I.Q.'s and higher or professional prerequisites to bright pupils".
10. "Use confined largely to problem child, otherwise ignored".
11. "We use tests only as an indication of the type of work we expect".
12. "For ability grouping within classes".
13. "To judge ability to handle types of professions".

Only ninety-four third class city schools make use of aptitude tests to discover personal abilities of students. Two hundred fourteen do not. A few reasons for administering aptitude tests were given. They were:

1. "They are given in vocations class as a basis for investigation studies".
2. "The student is told at what he could possibly succeed".
3. "To see inclinations toward a certain field".
4. "They are useful to indicate the extent to which a student uses his ability".
5. They are used as part of the work of

6. "For summing up abilities as compared to abilities required in anticipated work."

One hundred seventeen executives reported that their schools had plans for students to visit business or industrial concerns to obtain information about requirements for those occupations. The largest number of these were yearly visits, with forty-seven. Thirty-nine visited semesterly and twelve monthly. Ninety-two said students went in groups, and nine as individuals, while three used both plans.

The largest number of this classification of executives believed that vocational guidance instruction should come in the twelfth year. One hundred nine supported this position. Ninety-three believed it should be emphasized in the ninth year, seventy-one chose the eleventh and sixty-three suggested the tenth as the best year.

Section IV Follow-up Program

The purpose of Section IV is to find what is done in third class city schools to follow the activities of students after they leave school. The method in this section corresponds with that in Sections IV in Chapters 3 and 4 and the purpose differs only in that here the problem

investigates schools located in cities of the third class.
Responses to questions submitted are given in Table IX.

Table IX. Replies from Schools in Third Class Cities

D. Follow-up program.		yes	no
Question 1.			
(a)	Do you have any plan of follow-up for students after leaving your school, in order to discover their occupations?	81	252
(b)	Is this information used as criteria for reorganizing curricula?	63	156
(c)	Does this information reflect the work of your guidance program?	64	85
(d)	Does this information give any opportunity to study occupational qualifications required in various fields of employment?	68	87
Question 2.			
(a)	Do you have a placement bureau in your school?	7	370
Question 3.			
(a)	Does your guidance program assume any responsibility for the placing of students in positions either part or full time? . .	52	233

Only eighty-one out of three hundred seventy-seven schools who reported make an effort to follow their stu-

dents. This information is used in sixty-three schools for reorganizing the curricula. Sixty-four administrators were of the opinion that a follow-up reflected the efficiency of guidance work. Sixty-eight executives agreed that this information gave an opportunity to study occupational qualifications required in various fields of employment.

Only seven of three hundred seventy-seven schools said they had a placement bureau for the use of their students, however fifty-two schools assume some responsibility in placing students, either part or full-time.

Section V Special Outline

The purpose of Section V is to include a few of the many descriptions which were submitted with the survey by school executives of the work which is going on in their schools. It is impossible to include all the accompanying descriptions on the three hundred seventy-seven schools who are reported in this classification on third class city schools, therefore a few typical ones were chosen which give a relatively clear picture of what is done in all of them.

Ford Rural High School. "We have no set time for guidance. I stress that every teacher at any time possible act as guidance advisor. This is possible in a small school as ours is with an enrollment of less than seventy with six and one-half teachers".

Englewood Rural High School. "We offer seniors an opportunity to attend one day vocational guidance at Dodge City sponsored by the Junior College".

Stockton Senior High School. "We give vocational guidance just incidentally to all students and then to the seniors (second semester), mainly as an incentive to get them interested in college. The greatest handicap in setting up a guidance program is to get teachers trained to do anything about it. Colleges should train teachers for this. We are also crowded for time to give work in guidance".

Paxico Rural High School. "We have just started guidance in our school this year and it is inadequate as yet. We are doing it through home-rooms and 'citizenship & problems in America democracy' classes. I feel there is a large field for guidance and that it should be enlarged and emphasized more in our high schools".

Sedan Senior High School. "We work extensively with the business section down town in the commercial department. Our business and professional people cooperate in a fine way in taking our senior commerce students for practical experience. Our schedule is arranged so that senior commerce students may work each afternoon of the second semester for experience. We also permit boys to do similar work from our manual department.

Scranton Senior High School. "For the past four years, we have had a vocational problems class for seniors, wherein we have had discussion problems of the "what would you do" variety, covering actual or hypothetical job situations. The classes have been a lot of fun to teach, and have also been of definite value, according to our graduates".

Spring Hill High School. "In a small high school, such as we have, the principal does the work in vocational and educational guidance. Of course this is not a definite program, but it is much more efficient than most educators believe. I correspond with a great many of my high school graduates and they thank me for the personal attention and guidance which I gave them in school".

"Many principals and teachers observe the work of their students during four years in high school and often help the more talented and worthy students in securing a suitable position. Perhaps this is the weakness. We concentrate our efforts on the talented and neglect the others, however some teachers assume the responsibility of helping the less talented." No doubt the solution of the problem in small high schools is to elect administrators and teachers who are capable of advising and inspiring, or perhaps even small high schools could profit by having a definite program".

Moundridge High School. "Each of our eleventh and twelfth year students have indicated their vocational interests on a questionnaire which contained all the occupations represented in the community. During the time that the student has study hall he is permitted to go up town and participate in some job in one of the firms. I interview him before he goes and tell him what to expect and what he might have to do. When he comes back he writes a report or rather a job analysis of the job which he has observed. He participates in a single job until

he has learned to do it fairly well and then goes on to another that he is interested in.

"The other phase of our guidance program is that which is given through the home-room. For this we have a course that was drawn up by myself. Then students look it over and pick the subjects they are most interested in. The home-room has a supervisor but it is run by the students who carry on the discussions. The home-room aims at the understanding of the school system, dress, going to college, ~~how~~ to enroll, social and home adjustment and many other things that observation would indicate students were in need of".

Kanorado Consolidated Schools. "The principal was for more than two years Educational Advisor in the Civilian Conservation Corps with a company in Nebraska. I am using much the same plan we employed in that service of holding individual conferences with students, trying to find out what they are interested in and plan accordingly for them to enter that work. We secure as much material having a bearing on the occupation as we can, and place this in hands of the students. While we are offering a course in vocations supplemented by outside material, for the most part we rely on individual conferences more than any other method".

Burrton Senior High School. "The guidance in this school takes the form of a two semester course which consists chiefly of this:

1. Text book "Occupations" by Brewer. (First semester).
2. Other references as, Hill, Dexter, Hughes, and government pamphlets, etc.
3. Workbook by Shively and Shively entitled, "Personal Analysis and Vocational Problems" (Second semester).
4. Local speakers who represent various vocations.
5. A planned industrial tour through Wichita for one full day. Other guidance other than

vocational is given through the G.R. and Hi-Y".

Burns High School. "I work with seniors throughout the year one period each day. At present we are making a survey of alumni and collecting information through a questionnaire. We began this study a year ago and will finish same this year. We are incorporating the information in our Yearbook. This project, when finished, will give us some valuable information in guidance work.

"We have daily faculty meetings each morning and discuss various students with the idea in mind of helping each student to meet his particular problems".

Bennington High School. "We are not definitely set up under a guidance program. Our guidance is carried on chiefly by principal and supervisors, which takes in the entire faculty. Little is done in vocational guidance, aside from classes. I feel that guidance is necessary, but am just a little at sea as to what is advisable in our little schools. It is my opinion that too much attention may be given to vocational guidance, and not enough attention to physical, recreational, spiritual and mental guidance".

Jewel Senior High School. "Ours is a small high school with an enrollment usually of about one hundred. We have no formal guidance program, although we occasionally offer a semester course in vocations. A year ago when a Cooperative Study of the school was made by the North Central Association, we were surprised to find that we were doing more guidance than we thought. Most of our teachers are quite permanent in their tenure. They know the pupils before they get into high school. They try to learn their interests so that when the youngster enters high school, and all through the course, efforts are made to steer him

into those classes and activities that are best fitted to his interests and needs. The principal and teachers have informal conferences with students with the view of trying to encourage them to achieve in school and out. Other factors which contribute to student guidance are Hi-Y, Girl Reserves, 4-H Clubs, and Boy Scouts. Most of our students are affiliated with the local churches, and through the able leadership of pastors, considerable guidance is effected. Opportunities are sought by both principal and teachers to contact graduates with a view of finding what are the requirements in the various fields of service. This information is helpful in counselling with students who are in school now".

Chapter 6

Comparative Analysis of the Three Types of Schools for Common Factors

After an analysis of guidance practices in the foregoing classifications of schools, it is interesting to compare these practices in order to see where each is stressed the most.

There are fifteen first class city schools in Kansas. Fourteen or 94% of these returned the survey. Of the seventy-seven second class city schools in Kansas, forty-eight or 63% answered the survey, and of the six hundred third class city schools, three hundred seventy-seven or 63% answered the survey. This gives an average sampling of 73% for all schools in Kansas.

The percentages in this chapter were found by dividing the number of schools reporting a question in the affirmative by the total number of schools in the classification who returned the survey. Where questions were unanswered, they were counted in the negative. For example, from fifteen schools in cities of the first class, fourteen returned survey questionnaires. On question

(1) part (a), General Information, Section I, which read, "Would the findings of vocational guidance practices in secondary schools in Kansas be of interest to you", there were fourteen who answered "yes". This was 100%. In second class city schools, there were 48 survey questionnaires returned from 77 schools. 47 of these answered "yes" and 1 "no". Therefore $47 \div 48$ is 98% for this group. In third class city schools, there were 377 survey questionnaires returned out of a possible 600 schools. 369 of these answered "yes" and 5 "no". $369 \div 377$ is 98% for this group. These percentages represent the average number of schools out of one hundred who include in their programs the practices submitted to them by the questionnaire. These percentages were averaged by adding them: $1.00 + .98 + .98$ is 2.97, and dividing by the number of per cents: $2.97 \div 3$ is 98%. This number represents the average per cent for the three classes of schools. These averages are given for each question or item of inquiry in the questionnaire.

Section I. General Information

Section I deals with a comparison of general questions of opinion and practice among the three classifications of schools. In Table X the comparisons are given.

Table X. Comparison of Schools in Cities of First, Second and Third Classes. Figures are given in per cents.

A. General information.		1-Cl.	2-Cl.	3-Cl.	Avg.
Question 1.					
(a)	Would the findings of vocational guidance practices in secondary schools in Kansas be of interest to you?	1.00	.98	.98	.98
(b)	Would it be useful to you? . .	.79	.90	.92	.87
Question 2.					
(a)	Would a guidance department in your school bring about closer cooperation between your school and community? . .	.93	.88	.75	.85
Question 3.					
(a)	Do you have a guidance program in your school? . . . . .	.64	.60	.39	.54
Question 4.					
(a)	Is your program best described as being one of educational guidance? . . . . .	.43	.52	.55	.50
(b)	Or is your program principally one of vocational guidance? . . . . .	.07	.10	.16	.11
(c)	Or does it include both educational and vocational guidance? . . . . .	.36	.21	.05	.21
Question 5.					
(a)	Should a distinction be made between educational and vocational guidance? . . . . .	.57	.40	.60	.52

(continued)

1-Cl. 2-Cl. 3-Cl. Avg.

Question 6.

(a)	Is there a guidance program of any sort in your community for students in school? .	.21	.21	.21	.21
(b)	If so, is it a county program?				
(c)	Is it a district program? . .	.07	.13		.06

Question 7.

(a)	In your opinion, is vocational guidance primarily a responsibility of secondary education?71	.59	.63	.64
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From information given in Table X, it is easy to conclude that there is much interest among school principals in Kansas on vocational guidance. 100% of the school executives in first class city schools said they would be interested in practices of guidance carried out in secondary schools. 98% of both the second class and the third class were interested. This made an average of 98%. A greater number of third class city schools, 92% believed this material would be useful to them. The second class city schools were second with 90% and first class city schools third with 79%. That made an average of 87%. This may possibly be due to the fact there are a greater percentage of programs among the first class city schools

as shall be pointed out below.

It appears that first class city schools feel a greater need for guidance because 93% believed a guidance department would bring about closer cooperation between their schools and communities. 88% of the second class city schools concurred, while only 75% of the third class city schools thought the same. This is an average of 85%. The interaction of the school and the community appears to be closer in small communities.

Among the first class city schools, 64% reported having a guidance program. 60% of the second class city schools and 39% of the third class city schools said they had programs. This shows guidance programs to exist in 54% of the schools of Kansas. 55% in third class city schools, 52% in second class city schools, and 43% in first class city schools which is an average of 50%, described their programs as largely educational guidance. They take the same respective order for programs which are described as vocational guidance, with 16%, 10%, 7% and an average of 11%. Many programs are described as both educational and vocational guidance with no distinctions made. Here the order is reversed. 36% of the first class city schools, 21% of the second class city schools, 5% of the third class city schools, with an average of 21%, make no distinction.

Opinion runs close on whether or not a distinction should be made between educational and vocational guidance. Principals from 60% of the third class city schools, 57% of the first class city schools and 40% of the second class city schools, with an average of 52% would separate the two within the program. This leaves only 2% over half of the school executives who would divide the program. This is hardly a large enough margin to be considered conclusive.

Each of the three classifications reported 21% had some sort of a guidance program outside of the school. None of these were county programs. 13% of second class city schools and 7% of the first class city schools had access to community programs. None were reported for third class city schools, which made an average of 6%.

In the opinion of 71% of the principals of first class city schools, guidance is primarily a responsibility of secondary education. 63% of the third class city schools and 59% of the second class city schools, with an average of 64% believed secondary schools should accept the administration of guidance as one of its basic obligations. These averages are well over the half-way mark and therefore may be accepted as evidence to this obligation.

Section II Guidance Personnel

In Section II a comparison is made of persons who have the responsibility of administering the guidance programs.

The schools located in cities of the first class have the highest percentage of guidance directors, with schools in cities of the second class next in order and schools in cities of the third class having the least. The averages were 22%, 19% and 11% respectively. This is an average of 17% for all schools.

Although the thesis made no direct inquiry to substantiate the supposition, it is quite evident from accompanying remarks given in Special Outline Section V, that most guidance practices are under the direction, or carried out by principals. This is particularly evident among schools in cities of the third class.

Section III Methods of Direction

Section III presents a comparison of the three classifications of schools on methods of carrying out guidance activities. Comparisons are presented in Table XI.

Table XI. Comparison of Schools in Cities of First, Second and Third Classes. Figures are given in per cents.

C. Methods of Direction.		1-Cl.	2-Cl.	3-Cl.	Avg.
Question 1.					
(a)	Do you have a department of guidance? . . . . .	.29	.15	.13	.19
(b)	If so, is it directed by the principal? . . . . .	.36		.21	.19
(c)	Is it conducted by teachers in home-rooms? . . . . .	.36	.27	.12	.25
(d)	Is it conducted by supervisors? . . . . .	.21	.08	.07	.12
Question 2.					
(a)	Do you keep accumulative records? . . . . .	.71	.73	.71	.72
(b)	Do you keep records of extra-curricular achievements? . . .	.71	.88	.72	.77
(c)	Do you keep records of aptitudes? . . . . .	.29	.27	.15	.24
(d)	Do you keep records of hobbies? . . . . .	.14	.17	.08	.13
(e)	Do you keep scholastic records? . . . . .	.93	1.00	.88	.90
(f)	Do you have profile charts? .	.14	.10	.08	.11
Question 3.					
Do you teach the following subjects:					
(a)	Vocational agriculture? . . .	.07	.56	.27	.30
(b)	Home economics? . . . . .	.64	.88	.70	.74

(continued)		1-Cl.	2-Cl.	3-Cl.	Avg.
(c)	General shop? . . . . .	.64	.56	.46	.55
(d)	Cabinet work? . . . . .	.86	.69	.37	.64
(e)	Shortnand? . . . . .	.86	.85	.55	.75
(f)	Bookkeeping? . . . . .	.64	.85	.77	.75
(g)	Typing? . . . . .	.93	.88	.81	.87
(h)	Stenographic training? . .	.71	.71	.30	.57
(i)	Vocational guidance?. . . .	.14	.31	.17	.21
(j)	Occupations?. . . . .	.21	.25	.25	.24
Question 4.					
(a)	Do you have a regular periodic schedule of con- ferences with your stu- dents for guidance planning?	.57	.31	.20	.36
(b)	Are these once per week?		.04	.01	.02
(c)	Per month? . . . . .	.14		.04	.06
(d)	Per semester? . . . . .	.36	.04	.11	.17
(e)	Per year? . . . . .		.06	.05	.04
(f)	Are they with individuals?	.14	.29	.06	.16
(g)	Or with groups? . . . . .		.06	.02	.03
(h)	Both individuals and groups?	.36	.02		.13
Question 5.					
(a)	Do you administer intelli- gence tests? . . . . .	.71	.83	.61	.72
(b)	Are these yearly? . . . . .	.21	.44	.43	.36
(c)	Are they used for guidance purposes? . . . . .	.43	.67	.39	.50

(continued)

1-Cl. 2-Cl. 3-Cl. Avg.

Question 6.*

- (a) Briefly indicate the special or particular uses you make, if any, of these intelligence tests for guidance purposes.

Question 7.

- (a) Do you in any way use tests to discover aptitudes?43 .31 .25 .33
- (b)* Briefly indicate how these tests are used for guidance purposes.

Question 8.

- (a) Do you have a definite plan or set-up for students to visit business or industrial concerns to obtain first-hand information about requirements for these occupations? . . .50 .48 .31 .43
- (b) Are these visits weekly?0702
- (c) Monthly?04 .03 .02
- (d) Semester?14 .08 .10 .09
- (e) Yearly?07 .13 .12 .11
- (f) Do students go in groups? . . .29 .17 .24 .23
- (g) Or as individuals?10 .02 .04
- (h) Both groups and individuals? . .14 .10 .01 .08

Question 9.

What year in high school is most preferable for vocational guidance instruction:

- (a) Ninth year?21 .19 .24 .21
- (b) Tenth year?21 .13 .16 .13

	(continued)	1-Cl.	2-Cl.	3-Cl.	Avg.
(c)	Eleventh year? . . . . .		.08	.19	.09
(d)	Twelfth year? . . . . .	.21	.27	.27	.25
(e)	All four of these years? . .	.29	.17	.01	.16

(*Number 6, and (b) under 7, do not adapt themselves to yes and no answers. These results are found in the text).

Among schools located in cities of the first class, 29% reported having departments of guidance. Departments were fewer in schools for second class cities with 15% and still fewer in schools in third class cities, with 13%. This made an average of 19%. Most of these were directed by principals instead of guidance directors. Guidance directed by teachers in home-rooms was most popular with first class city schools. Second class cities were next with third class cities last. The home-room method appears to be more popular in larger schools, for pupil-teacher contact is more intimate in small schools.

There was very little difference between the three classifications in records kept. Each classification varied in the number of schools which kept a particular kind of record, but the order in which the records fell were the same for each classification. Scholastic records ranked first. They were kept by the greatest number of

schools in each class. Records of extra-curricular achievement ranked second, accumulative records were third, records of aptitudes were fourth, records of hobbies were fifth and profile charts were sixth.

The popularity of particular vocational courses took about the same ranking in each of the three classifications of schools, however there were cases of disagreement. The courses listed in the order of their frequency of appearance in school curriculums were first: typing, bookkeeping, shorthand, home economics, cabinet work, stenographic training, general shop, vocational agriculture, occupations and last, vocational guidance. Vocational agriculture was noticeably more popular in schools located in cities of the second class and in cities of the third class, respectively.

Student conferences for guidance planning were much more common for schools in first class cities. Here they numbered 57%. They fell off to 31% for schools in second class cities and to 20% for schools in third class cities. 36% was the average. The largest percentages showed these to be held semesterly, and with individuals. Perhaps semester enrollments may effect these conferences.

Schools in cities of the second class took the lead in giving aptitude tests with only 43%. Just 33% of schools in the State use them at all.

Student visitations to business enterprises for observation or apprenticeship training ranked 50% in schools for first class cities. The practice dropped to 48% in second class cities and 31% in third class cities. 43% of all schools in the State used the practice. Most of these visits were but once a year and students went in groups.

Opinion was consistent throughout the classifications on when the principals thought guidance instruction should be given. The twelfth year was most popular with a 25% count. The ninth year was next choice with 21%, the tenth year followed with 13% and the eleventh year was least chosen with 9%. The school officials in first class cities preferred all four years of instruction to any one year, however, and 16% of all officials agreed with them.

Section IV Follow-up Program

The follow-up program in Section IV, presents a comparison among the three classifications of schools on what each has done to determine the status of students after leaving school. Table XII below tabulates this comparison.

Table XII. Comparison of Schools in Cities of First, Second and Third Classes. Figures are given in per cents.

D. Follow-up program		1-Cl.	2-Cl.	3-Cl.	Avg.
Question 1.					
(a)	Do you have a plan of follow-up for students after leaving your school, in order to discover their occupations? . . .	.14	.16	.22	.17
(b)	Is this information used as criteria for reorganizing curricula? . . . . .	.21	.10	.17	.16
(c)	Does this information reflect the work of your guidance program? . . . . .	.21	.10	.17	.16
(d)	Does this information give any opportunity to study occupational qualifications required in various fields of employment? .21	.16	.18	.18	
Question 2.					
(a)	Do you have a placement bureau in your school? . . . . .	.29	.08	.02	.13
Question 3.					
(a)	Does your guidance program assume any responsibility for the placing of students in positions either part or full time? . . . . .	.29	.31	.14	.25

It is perhaps surprising that a higher percentage of schools in cities of the third class pursue a follow-up program than in the other two classifications. Schools in

second class cities rank ahead of those in first class cities. The percentages are low however. This ranking may be explained by the fact that in smaller schools teachers usually know students more intimately, and are better informed on what happens to those who leave school.

Though percentages ran about the same in average, the order was changed on schools who used the follow-up information, with schools in first class cities leading. Schools in third class cities and schools in second class cities followed, respectively. Evidently when schools in first class cities do follow students, they make use of the information for curricular revision. The same order prevailed when follow-up information was used to judge the guidance program.

Placement bureaus were more common among schools in first class cities. Schools in second class cities and schools in third class cities ranked in order with very low figures. This ranking is probably due to size of schools, cities, and available equipment. However, schools in second class cities changed places with schools in first class cities to rank highest in responsibility for placing students. From descriptions accompanying questionnaires, it appears that most of this placement in schools in second class cities was achieved through the principal's office.

Section V Special Outline

Guidance programs throughout the three classifications of schools has much in common. In all three most schools do not have a distinct program which takes definite form. Formal programs are relatively few. However there is a great amount of guidance being done. It is not separated into educational, vocational, health, and moral, nor is it often called guidance by instructors themselves. This guidance takes place whenever opportunity affords. Much of it is at enrollment time. Much more is casual. It takes place whenever the instructor and student pause to discuss the latter. Many of the formal activities mentioned in the questionnaire survey (appendix, Fig. I, p. are successfully accomplished by these informal methods. But such a method is like driving a nail in the dark. With a sufficient number of blows, there will be times when you hit it on the head.

School principals are responsible for most guidance. In the largest number of cases they carry it out personally. There is a smattering of records kept, but in general, records appear to be decidedly insufficient for wise guidance purposes, as is evidenced in Section III, Question 2 of Chapter 6, p. 84. There is limited use of vocational subjects which tend to give students appren-

ticeship training. These subjects are more numerous in the commercial and clerical fields. These are the occupational fields that are most crowded with an oversupply of trained workers.¹ This fact must indicate that guidance practices in schools do not take into account fields that are crowded and fields in which there is room for new workers.

Over half the schools in cities of the first class use conferences with students for guidance planning. In other schools this recognized technique is decidedly lacking. In all cases, these conferences are usually held semesterly, which is hardly frequent enough to bear much significance. (Section III, Question 4 of Chapter 6, p. 85).

Half the schools in cities of the first class use the apprenticeship method and visits for observation for students to gain experience in occupations. It is much less common in the other two classifications. In all cases, this experience was used largely for commercial and clerical students, and agricultural students, with rare cases for students of mechanics and shop work. No others were mentioned directly, though there may be in-

1. Myer, Walter E. & Cross, Clay. The Promise of Tomorrow. Washington, D.C. The Civic Education Service, 1938, p. 305.

stances. Most of these were yearly and students usually went in groups. Such plans of visitation would be limited experience indeed. (Section III, Question 8 of Chapter 6, p. 86.)

A wise procedure for follow-up of students with an aim toward using the information purposefully is very limited. There are several schools taking an interest in this practice, however, during the school year of 1939-40. This was shown in remarks accompanying the questionnaire survey. Very few schools have a particular procedure for placing their students. Schools who do make an effort, usually leave this function to the principal's office. That office has little time to seek placements. Recommendations are given and inquiries are answered, and that is all.

There are a few good programs of guidance working successfully. These have been described and need not be reviewed here.

Chapter 7

Educational Implications and Conclusions

From data presented in the foregoing chapters of this thesis it is possible to discern a few situations which are common in guidance practices that are in use in the secondary schools of the State of Kansas. There are recognized shortcomings in the thesis itself:

First, it is impossible on a limited questionnaire survey to cover all the varied practices which may fall in the classification of guidance, especially where no distinction is made between vocational and educational guidance;

Second, there is much confusion in understanding and interpretation of terms connected with guidance. For example, the accumulative record is taken to mean everything from a report card of subject grades to a portfolio of detailed collections about the student. Due to this difference of judgment, it was impossible to balance one group of returns against another for purposes of checking;

Third, it was impossible through a questionnaire survey to vividly describe the activities which went into

any one guidance program, in order to draw a concise picture of what really was being done in that school. However this defect was overcome somewhat whenever a questionnaire was accompanied by a good description of activities. Several high school principals did this.

In the light of these weaknesses, certain conclusions are evident. They are as follows:

First, school executives in Kansas are very much interested in the problem of vocational guidance. They are convinced of the need and are anxious for help in developing a way to bridge the abyss between school and a successful, happy occupational life for the student. They are willing that secondary schools bear the responsibility for vocational guidance. This is clearly apparent from a study of Table X, Sec. I, p. 79.

Second, guidance directors and supervisors are few. There are not enough teachers trained to handle guidance. Due to lack of information, there is much skepticism about the problem. School executives are doubtful and uncertain as to just what can be done, particularly in small schools. Reference is made to Sec. II, p. 83.

Third, there is an insufficiency of formal guidance practices which are universally recognized as necessary fundamental obligations of secondary education. Schools need proven procedures of known worth to build guidance

programs around. Therefore school programs are haphazard and incidental. Reference is made to Table XI, Sec. III, p. 84.

Fourth, there is a great need for study in the field of student counseling in order to direct workers into channels where employment is needed instead of toward occupational fields which are overcrowded and where unemployment is probable.

The thesis suggests certain educational implications:

First, The practice of guidance is new. It is still in its adolescence, and has not been assimilated with the educational procedure sufficiently for school executives to feel a conscientious obligation for its effective execution. Guidance must have time to permeate the philosophy of secondary education in order that it may take its rightful place among the major responsibilities of the nation's schools.

Second, colleges have not undertaken the training of teachers for guidance administration. This is an obligation that should be met.

Third, secondary schools are awakening to the necessity of a careful examination of the students who are graduated. They must do their share in preparing students to the extent that they will be accepted by the industrial world, and thereby put American youth to work.

Pupil regimentation must go. Yet it is evident from this thesis that little is done to break up this "education en masse" system.

Appendix I

A Survey of Guidance Practices in the Secondary Schools of Kansas

(Please mark each question by drawing a line under the yes or no at the right, unless otherwise instructed by the question).

A. General information.

Question 1.

- (a) Would the findings of vocational guidance practices in secondary schools in Kansas be of interest to you? yes no
- (b) Would it be useful to you? yes no

Question 2.

- (a) Would a guidance department in your school bring about closer cooperation between your school and community? yes no

Question 3.

- (a) Do you have a guidance program in your school? yes no

Question 4.

- (a) Is your program best described as being one of educational guidance? yes no
- (b) Or is your program principally one of vocational guidance? yes no

Question 5.

- (a) Should a distinction be made between educational and vocational guidance? yes no

Question 6.

- (a) Is there a guidance program of any sort in your community for students in school? yes no

Question 7.

- (a) In your opinion, is vocational guidance primarily a responsibility of secondary education? yes no

B. Guidance personnel.

Question 1.

- (a) Do you have a guidance director? yes no
- (b) Is he full time? yes no
- (c) Number of assistants?
- (d) Briefly, what are the required qualifications of the director?

C. Methods of direction.

Question 1.

- (a) Do you have a department of guidance? yes no
- (b) If so, is it directed by the principal? yes no
- (c) Is it conducted by teachers in home-rooms? yes no
- (d) Is it conducted by supervisors? yes no

Question 2.

- (a) Do you keep accumulative records for each student? yes no
- (b) Do you keep records of extra-curricular achievement? yes no

- | | | |
|-----|--|--------|
| (c) | Do you keep records of aptitudes? | yes no |
| (d) | Do you keep records of hobbies? | yes no |
| (e) | Do you keep scholastic records? | yes no |
| (f) | Do you have profile charts for each pupil? | yes no |

Question 3

Check below those subjects in which you have vocational classes in your school?

- | | | | |
|-----|--------------------------|-----|-----------------------|
| (a) | Vocational agriculture-- | (h) | Stenographic training |
| (b) | Home economics -- | (i) | Vocational guidance |
| (c) | General shop -- | (j) | Occupations -- |
| (d) | Cabinet work -- | (k) | _____ |
| (e) | Shorthand -- | (l) | _____ |
| (f) | Bookkeeping -- | (m) | _____ |
| (g) | Typing -- | (n) | _____ |

Question 4.

- | | | |
|-----|--|--------|
| (a) | Do you have a regular periodic schedule of conferences with your pupils for guidance planning? | yes no |
| (b) | Are these once per week? | yes no |
| (c) | Once per month? | yes no |
| (d) | Once per semester? | yes no |
| (e) | Once per year? | yes no |
| (f) | Are they with individuals? | yes no |
| (g) | Or with groups? | yes no |

Question 5.

- | | | |
|-----|---------------------------------------|--------|
| (a) | Do you administer intelligence tests? | yes no |
|-----|---------------------------------------|--------|

- (b) Are these yearly? yes no
- (c) Are these tests used for guidance purposes? yes no

Question 6.

- (a) Briefly indicate the special or particular uses you make, if any, of these tests for guidance purposes.

Question 7.

- (a) Do you in any way use tests to discover aptitudes? yes no
- (b) Briefly indicate how these tests are used for guidance purposes.

Question 8.

- (a) Do you have a definite plan or set-up for students to visit business or industrial concerns to obtain first-hand information about requirements for these occupations? yes no
- (b) Are these visits weekly? yes no
- (c) Monthly? yes no
- (d) Semesterly? yes no
- (e) Yearly? yes no
- (f) Do students go in groups? yes no
- (g) Or as individuals? yes no

Question 9.

- (a) What year in high school is most preferable for vocational guidance instruction? 9th, 10th, 11th, or 12th. (Encircle one).

D. Follow-up program.

Question 1.

- (a) Do you have any plan of follow-up for students after leaving your school, in order to discover their occupations? yes no
- (b) Is this information used as criteria for reorganizing curricula? yes no
- (c) Does this information reflect the work of your guidance program? yes no
- (d) Does this information give any opportunity to study occupational qualifications required in various fields of employment? yes no

Question 2.

- (a) Do you have a placement bureau in your school? yes no

Question 3.

- (a) Does your guidance program assume any responsibility for the placing of students in positions either part or full time? yes no

E. Special outline.

Question 1.

- (a) In a short paragraph, will you please describe guidance activities and practices in your school not previously covered in these questions? Such a description will be of unlimited value to the writer.

Question 2.

- (a) Should time permit, may the writer visit your guidance department for observation purposes? yes no

Appendix II

The following letter accompanied the questionnaire survey.

November 18, 1939
Mullinville, Kans.

Dear fellow teacher:

It is our plan to make a survey of all the secondary schools in the State of Kansas, in an effort to discover the present status of vocational guidance, and what practices, if any, are in use in the field. Would you be willing to participate in this survey? Enclosed, you will find a questionnaire to cover practices in your school. Will you please fill it out and return it at your earliest convenience?

It is our hope that from this study, there can be compiled a few of the characteristics which are most common to the greatest number of programs, and in that way arrive at a satisfactory basis for a good recommended program. The findings will be developed into a thesis which will be submitted to the Graduate Council of the Fort Hays State College.

We shall sincerely appreciate your cooperation, and if you feel that the material collected will be of value to you, it shall be put in form available to the schools. Thank you very much for an early response.

Respectfully yours,

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A bibliography of research studies in education which are carried on in colleges and universities in the U.S. as partial requirements for master's and doctor's degrees.

Bloomfield, Meyer. Vocational guidance of youth. Boston, New York, Houghton Mifflin Company, 1911. 124p.

This book emphasizes the importance of organized information and organized common sense on the choice of vocations.

Bottenfield, E.O. A program of educational guidance for high schools. Urbana, 1929. 30p. (Published by the University of Illinois press, Bureau of Educational Research, College of Education, Bulletin no. 54. 1929).

An educational guidance program for high schools based on a survey and deduction made from a study of twenty-five high schools in the state of Illinois.

Bowman, Clyde A. Graphic aids in occupational analysis for guidance and teaching. Milwaukee. The Bruce publishing Company, 1924. 103p.

The author has brought together notes used in occupational analysis work in vocational and industrial teacher training courses at Stout Institute, Columbia University. The method of presenting the material is graphic whenever possible.

Brewer, John Mark. Education as guidance. New York, Macmillan Company, 1937. 668p.

An examination of the possibilities of a curriculum in terms of life activities, in elementary and secondary schools and colleges.

Brewer, John Mark. The vocational guidance movement. New York, Macmillan Company, 1918. 238p.

A history of the guidance movement in the United States.

Brewer, John Mark. Occupations. Boston, New York, Ginn and Company, 1936. 322p.

A textbook for the educational, civics, and vocational guidance of boys and girls.

Downs, Elizabeth Lee. The consistency between verbal and behavioral expressions of socio-economic attitudes. Thesis at Fort Hays State College, 1939. 300p.

This thesis compares the oral statements of subjects of case studies, on socio-economic attitudes with behavior toward these attitudes.

Editorial news and comments. Three diverse plans for providing occupational experience. (In School Review, vol. 45, p. 245-247. April, 1937).

Recent innovations here and there, in guidance programs for schools.

Editorial news and comments. Vocational guidance tests and youth in seeking careers. (In Literary Digest, p. 28-29. February 17, 1937).

Summary of Dr. Hanna's vocational guidance tests which aid youth in seeking adaptable careers.

Keller, Franklin J. The quintessential nature of the counselor. (In The Phi Delta Kappan, vol. 21, no. 6, p. 257-259. February, 1939).

This article is on the revolution and nature of guidance counselors. It goes into detail on what characteristics

are essential for success in this capacity.

Keller, Franklin J. and Vitles, Morris S. Vocational guidance throughout the world. New York, W.W. Norton and Company, 1937. p. 350.

A historic study of vocational guidance in the greatest countries of the world, including U.S., Great Britain, France, Germany and others.

Kitson, Harry D. Youth ... vocational guidance for those out of school. Washington, D.C., 1936. 8lp. (Published by the Committee on Youth Problems, U.S. Dept. of Int. Office of Education. Bulletin no. 18 - IV, 1936).

One of a series of seven bulletins which sets forth the problems of vocational guidance for those out of school in an attempt to coordinate it with a community program.

Myers, George Edmund. The problem of vocational guidance. New York, Macmillan Company, 1929. 31lp.

The book is devoted to a consideration of guidance activities, their place in a city school system, and the organization which makes possible their most effective functioning.

Myer, Walter E. and Cross, Clay. The promise of tomorrow.
Washington, D.C., Civic Education Service Press, 1938.
541p.

A description of the qualities of citizenship which are needed to maintain national stability and to insure progress. There is a discussion of character and personality as foundations of success, and an analysis of various occupational opportunities.

Reavis, William C. A program of guidance. Washington, D.C. Government printing office, 1932. 29p. (National survey of secondary education, Dept. of Int. Office of Education. Bulletin no. 17, monograph no. 14, 1932).

This monograph is a series of case studies of guidance programs in ten large cities in U.S.

Rosengarten, William. Choosing your life work. New York, McGraw-Hill Book Company, 1924. 323p.

This book presents a plain and non-technical plan whereby the individual may analyze his own capacities, aptitudes and interests, compare them with the requirements of representative occupations and plan his career accordingly.

Snedden, David Samuel. American high schools and vocational schools in 1960. New York, Bureau of Publications, University Press. (New York Teachers College, Columbia University, 1931).

The writer has formulated a "bill of particulars" for greatly needed revision of educational aims and methods in secondary education.

Sturtevant, Sarah M. Conflict between theory and practice in vocational guidance. (In School and Society, vol. 45, p. 697-707. May 22, 1937).

An article pointing out the weaknesses of guidance practices as viewed or scaled by theory. Guidance is described to be in its adolescence and has its usual number of conflicts.

Toops, Herbert Anderson. Tests for vocational guidance of children thirteen to sixteen. (with the assistance of the Educational Research Division of Columbia University). New York, University Press, 1923. 159p. (New York City Teacher's College, Columbia University).

Report of the results accomplished by the Educational Research of the Teachers College Columbia U., to provide tests for use in vocational guidance for children.

Wellemeier, J.F. True guidance as it relates to apprenticeship. (In The Phi Delta Kappan, vol. 21, no. 6. p.269-272. February, 1939).

This article discusses the true status of guidance and the importance of apprenticeship training in connection with guidance activities. It describes the plan of guidance in Wyandotte High School, Kansas City, Kansas.